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ABSTRACT

A guide to help identify strengths and weaknesses of study abroad programs is presented. Questions about the major components of these programs are listed, along with answers illustrating the most positive and negative responses. The components are classified under four headings: basic information, academic aspects, interaction with the host culture, and administrative aspects. Within these categories, the following areas are covered: printed materials, objectives, admission requirements, curriculum, faculty, academic resources, orientation, cross-cultural involvement, sponsoring institution or organization, program administration, affiliation with a host country institution, housing and meals, supportive services, costs, and travel arrangement. Steps in conducting an evaluation of a study abroad program are outlined, and four appendices are included that serve as worksheets for the evaluation; a total of 89 questions are asked in the evaluation process. The appendices are as follows: questions to be applied to printed materials, questions to be answered by program administrators, questions to be answered by alumni, questions to be answered by evaluations during an on-site review, and a master summary form. (SW)

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STUDY ABROAD PROGRAMS:

AN EVALUATION GUIDE

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Prepared by ANTFOSA
THE TASK FORCE ON STUDY ABROAD

of the
AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS AND ADMISSIONS OFFICERS (AACRAO)
and the
NATIONAL ASSOCIATION FOR FOREIGN STUDENT AFFAIRS (NAFSA)

May 1979

FOREWORD

The AACRAO/NAFSA Task Force on Study Abroad (ANTFOSA) was established in 1977 to address the problem of evaluating study abroad programs. ANTFOSA is composed of three representatives from the Committee on Study Abroad by U.S. Students (SAUSS) of the American Association of Collegiate Registrars and Admissions Officers (AACRAO), three representatives from the Section on U.S. Students Abroad (SECUSSA) of the National Association for Foreign Student Affairs (NAFSA), and a chairman.

This **Evaluation Guide** was originally developed by James S. Frey, executive director of World Education Services, Inc. It has been refined and tested by ANTFOSA, with assistance from the Associate Directorate for Educational and Cultural Affairs of the International Communication Agency via the NAFSA Field Service Program.

This **Evaluation Guide** is available to all persons interested in the evaluation of study abroad programs, and can be obtained from the NAFSA Central Office. In order to continue the refinement of the guide, ANTFOSA would appreciate receiving a copy of any report which results from its use, as well as any observations and suggestions which the users may wish to make. Please send them to the Chairman, ANTFOSA, National Association for Foreign Student Affairs, 1860 19th St., N.W., Washington, D.C. 20009.

AACRAO/NAFSA Task Force on Study Abroad

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INTRODUCTION

The purpose of this guide is to help identify strengths and weaknesses of individual study abroad programs. It is designed to

1. Identify programs that accomplish certain objectives most satisfactorily so that students' interests and goals can be more effectively matched with specific programs.
2. Identify improvements that should be made in a given program to make it more effective and viable.
3. Provide information for colleges and universities to review when determining whether or not to grant credit for academic work completed in a given program.

The guide is based upon a systematic analysis of the major components of study abroad programs by use of carefully phrased questions about each component. The components are classified under four headings as follows:

A. Basic information
   - Printed materials
   - Objectives
   - Admissions requirements

B. Academic aspects
   - Curriculum
   - Faculty
   - Academic resources

C. Interaction with the host culture
   - Orientation
   - Cross-cultural involvement

D. Administrative aspects
   - Sponsoring institution or organization
   - Program administration
   - Affiliation with a host country institution
   - Housing and meals
   - Supportive services
   - Costs
   - Travel arrangement

The questions relating to each of these components are listed in the next section, "Criteria for Evaluating Study Abroad Programs." For each question, answers are given illustrating the most positive and most negative responses, thus providing parameters for evaluating each factor.

The evaluation of a program involves obtaining answers for each question from four sources of information: printed program materials, program administrators, current and former students, and an on-site program review. These answers are synthesized into a composite answer for each question. The composites are then compared with the sample positive and negative responses in the "Criteria for Evaluating Study Abroad Programs" to identify the strengths and weaknesses of each component. The strengths and weaknesses are then summarized, and recommendations are made for improvement of the program.

PROCEDURES

An evaluation can be conducted by the program sponsor or by an outside evaluation team. Once the program to be evaluated is identified, it is necessary to select at least three persons to serve as an evaluation team. If the evaluation is to be done by an outside team, the team must inform the program sponsor of their interest in conducting the evaluation and its potential values to the program. This is necessary to ensure the sponsor's cooperation and support, without which a complete evaluation cannot be made. Steps in the evaluation process are:

Step one. Review the questions and sample responses that comprise the "Criteria for Evaluating Study Abroad Programs," which is the next section of this document. Then photocopy as many extra sets of the Appendices as will be needed for the evaluation (i.e. generally one copy of Appendices A and B, fifty copies of Appendix C, three copies of Appendix D and one copy of Appendix E).

Step two. Obtain a full set of printed materials for the program. Using Appendix A, "Questions to Be Applied to Printed Materials," review the program materials and formulate a response for each question. Each response should report observations rather than judgments, and should be written in complete sentences.

Step three. Using Appendix B, "Questions to Be Answered by Program Administrators," obtain responses to each question from an administrator of the program in the central office of the sponsoring institution or organization. Responses should be submitted in writing, but may be supplemented by a personal interview.

Step four. Obtain names and addresses of recent alumni from the program sponsor. Using Appendix C, "Questions to Be Answered by Program Alumni," obtain answers to each question from a sample of alumni. In most cases this will have to be done by mail. In order to get a sufficiently large response and a representative sample, it is recommended that Appendix C be sent to a minimum

of 50 alumni selected at random from the program's last two or three years of operation. The covering letter sent with Appendix C should include an endorsement of the evaluation project by the program sponsor. The last page of Appendix C is a suggested covering letter. When the responses have been received, develop full-sentence summary answers for each question.

Step five. With assistance from the program sponsor, make arrangements for the evaluation team to visit the program while it is in operation abroad. Allow an average of three days for each program visited by a three-person team. Begin interviewing administrators, students, faculty, landlords and others by asking general questions to stimulate their talking about the program. Use Appendix D, "Questions to Be Answered by Evaluators During an On-Site Review," to make notes of their responses as they relate to specific questions. Follow up with more particular questions. After all of the interviews have been completed, draft full-sentence responses to each of the questions in Appendix D.

Step six. Transfer all of the answers recorded for Appendices A through D to the "Master Summary Form," Appendix E. Synthesize a summary answer for each question based upon the answers from the four information sources. Compare these summary answers with the sample positive and negative responses in "Criteria for Evaluating Study Abroad Programs" to identify the strengths and weaknesses of each component. Summarize these strengths and weaknesses in light of the program's objectives, and make recommendations for improving the program.

Step seven. Submit to the program sponsor and the resident director a report consisting of the summary of the program's strengths and weaknesses, the recommendations for improvement, and Appendix E. If the sponsor approves, make the report available to interested professional colleagues.

PARTIAL EVALUATIONS

In some instances it may not be possible to conduct a complete program evaluation. In such cases, part of the guide might be used to obtain partial evaluative information. For example, Appendix A, "Questions to Be Applied to Printed Materials," might be used to review the printed information available for a program, and Appendix C, "Questions to Be Answered by Program Alumni," might be used to solicit information from former program participants.

CRITERIA FOR EVALUATING STUDY ABROAD PROGRAMS

I. BASIC INFORMATION

A. Printed Materials

1. **What is included in the initial printed materials?**

+ They include a brief description of the history and nature of the sponsoring organization; a brief history of the program; a short statement concerning accreditation; a detailed explanation of objectives; a profile of faculty and administrators; course descriptions; a detailed description of academic and housing facilities and meal arrangements; a detailed explanation of the nature of the program's affiliation with a host country institution; a detailed explanation of all anticipated costs; an explanation of the admissions requirements; names and addresses of program officers; and a brief explanation of travel arrangements.
– They include only a brief description of the program, a scenic description of the locale, and a post office box number for replies.

2. **What kinds of additional printed materials are given to students after their admission to the program?**

+ Before any fee is due, admitted students are informed in writing of program regulations, limits of responsibility, local laws which differ significantly from those in the United States, the expectations of the program's faculty and administrators, the orientation schedule and any changes in course offerings or faculty.
– A revised list of the courses which will be offered is provided after arrival at the program site.

3. **How are the courses described?**

+ There is a clear description of each course which will be offered, including the number of hours per day and days per week and the number of weeks in each term. Only a very small portion of the courses may be cancelled due to administrative problems, and the students will be notified about them as soon as the information is available.
– Only brief titles are provided. A large proportion of the courses may be cancelled due to lack of available faculty or inadequate enrollment, but the students will not be notified about these changes until they arrive at the program site.

4. **How are students instructed to make arrangements for obtaining academic credit at their home institutions?**

+ Students are clearly instructed to obtain prior approval for transfer of credit from their home institutions, and a signed statement verifying that the home institution will grant credit is a requirement for admission.
– Automatic transfer of credit to any U.S. institution is implied.

5. **In what ways do the printed materials state or imply accreditation?**

+ A clear and concise official statement is included.
– There is only a vague reference to accreditation. Other agencies are mentioned instead (e.g. U.S. Office of Education, U.S. Veterans Administration, U.S. Social Security Administration, American Association of Community/Junior Colleges or non-academic foreign agencies or ministries).

6. **How are the qualifications of individual faculty members described?**

+ Faculty members are clearly identified by name, permanent university affiliation (not a list of all places where they've been employed in the past), earned degrees (not just institutions attended), length of time employed by the program and subject areas which they teach. Those who are employed on a part-time basis, or who also have administrative duties, are clearly identified. Only those persons from whom a firm commitment has been received are included.
– Potential faculty members are listed; their academic qualifications, fields of teaching and experience are vaguely stated. Only a small proportion of the persons listed will actually teach.

7. **How do the printed materials describe the obligations of the program sponsor and the student to each other?**

+ The obligations are described in detail. Admitted students are required to sign a written contract which clearly explains the responsibilities of both parties. A copy of the contract is provided to each applicant before the first payment is required.
– The obligations are not clearly stated. There is no written contract.

8. **How does the program help applicants contact former participants for additional information?**

+ A list of names and home addresses of recent program alumni is furnished to each prospective applicant on request, as is noted in the preliminary printed materials.
– No provision is made for contact with program alumni.

9. **What parts of the printed materials are accurate and what parts are inaccurate or misleading?**

+ Most of the information is accurate. Changes are reasonable, and are announced to applicants and admitted students as soon as the information is available.
– Most of the information is inaccurate. Some of that which is technically accurate is vague or misleading. Frequent changes are made, suggesting poor planning and administration. Students discover changes after the fact.

B. **Objectives**

1. **What are the program's objectives?**

+ The program attempts to combine academic learning with a cross-cultural learning experience, and to enrich undergraduate education by offering study opportunities which are not available in the United States.
– It appears that the primary objective is to provide employment, travel and/or investment opportunities for the program's administrators.

2. **How are the objectives made known to the students?**

+ They are clearly stated in the printed materials sent to each prospective applicant, and discussed in detail during orientation.
– They are alluded to in promotional materials.

3. **In what ways does the program realize its stated objectives?**

+ The program's curriculum, location and activities are designed to meet its stated objectives, and its faculty and administrative staff actively strive toward achieving them.
– There is no discernible relationship between program activities and the stated objectives.

4. **How do the location and its resources help accomplish the program's objectives?**

+ The location provides ready access to a variety of host country resources related to the program's curriculum and objectives.
– The location's only contribution is its tourist attractions, which help to recruit students and U.S. faculty members.

C. **Admissions Requirements**

1. **What are the admissions requirements?**

+ Admission is based upon emotional maturity, language proficiency and academic achievement.
– There are no specified admissions requirements. Practically everyone who applies is admitted.

2. **What documentation is required for admission?**

+ The admissions process includes an application form, a statement of the student's objectives, an academic record, letters of recommendation, a personal interview, language test results, a medical certificate and a statement from the student's home institution clearly stating whether or not academic credit will be granted.
– The only item required is a very brief application form.

3. **In what ways are the admissions requirements related to the program's objectives and curriculum?**

+ Each requirement is relevant and necessary for achieving specific program objectives.
– The requirements have no apparent relevance to program objectives.

4. **How do the published admissions requirements relate to actual practice?**

+ The requirements are applied, even when the number of applicants is small. Students who don't meet the stated requirements are not admitted.
– The requirements are frequently disregarded.

5. **How do the language requirements relate to the program's objectives?**

+ They are consistent with the program's objectives. Adequate language courses and facilities are available. Library holdings reasonably reflect the level of language proficiency required.
– Language proficiency is not a consideration, even though the program is located in a non-English-speaking country and few English-language publications are available.

6. **How is language proficiency determined?**

+ It is determined by oral and written tests and/or extensive interviews conducted in the language or an evaluation by a language professor.
– It is determined by the student's statement of the number of language courses completed.

7. **What steps are taken to ensure that students have the required preparation for the courses in which they enroll?**

+ Students are carefully screened, and only those with the academic preparation required for each course are permitted to enroll.
– Students are permitted to enroll in all courses without regard for prerequisites.

II. ACADEMIC ASPECTS

A. Curriculum

1. **How does the curriculum help achieve the stated objectives of the program?**

+ The length of the program, the content of the courses, and the variety of experiences offered are clearly sufficient to achieve the program's stated objectives.
– Much of the curriculum seems to be unrelated to the program's stated objectives, and appears to be designed solely to attract applicants.

2. **How does the curriculum benefit from the host environment?**

+ The curriculum makes extensive and effective use of the unique physical, human and cultural resources of the host environment. Program resources provide enrichment unattainable in the United States.
– The curriculum is almost identical to that offered by institutions in the United States, and appears to ignore the resources of the host environment.

3. **What is the relation of the program's human, physical and financial resources to the curriculum?**

+ Staff, facilities and budget are each adequate for the attainment of the curricular activities.
– The program's resources are insufficient for a significant portion of the curriculum.

4. **How do the courses compare in level and difficulty to courses at U.S. institutions?**

+ Courses are at least as rigorous as college-level courses in the United States.
– Courses are more general and less rigorous than college-level courses in the United States. Less study time and less research time are required.

5. **How do field trips contribute to the curriculum?**

+ Field trips are planned in advance as integral components of courses, adding unique dimensions to course content.
– Field trips are occasionally arranged to provide a change of pace, and rarely are related to courses.

6. **How are the faculty involved in field trips?**

+ All field trips are developed and led by faculty.
– Field trips are conducted by administrators or professional guides. Faculty use the resulting free time for personal business or vacation

7. **How does information published about the grading system relate to actual practice?**

+ Typical U.S. and/or host country grading scales are used. Grading scales and equivalencies are clearly explained in the printed materials, and are carefully applied by the faculty.
– No information on grading is published.

8. **To whom are grades reported, and in what form?**

+ Grades are reported to the students. At a student's request, transcripts of grades are sent to the student's home institution and other agencies. Grades are reported according to the system in which the courses were taught: grades for courses taken at a host institution are reported on that institution's grading scale, while grades for courses taught by the program are reported on the U.S. grading scale. A table for converting foreign grades to the U.S. grading scale is included on all grade reports and transcripts of grades.
– Grades are reported only to the students. No transcripts of grades are available. Grades are reported according to the U.S. grading scale; the resident director converts foreign grades on an ad hoc basis.

9. **How does the program sponsor assist students in obtaining academic credit at their home institutions?**

+ The program sponsor requires a statement concerning the granting of credit as part of the admissions process. It provides to other institutions any additional information requested.
– The program sponsor offers no assistance.

B. Faculty

1. **What are the professional qualifications of the faculty?**

+ All of the faculty have adequate professional qualifications and postsecondary teaching experience.
– Most of the faculty do not have the professional qualifications ordinarily required for postsecondary teaching positions.

2. **On what basis are foreign faculty members selected?**

+ Selection is based on professional qualifications in their fields, postsecondary teaching experience and effectiveness, and commitment to the program's objectives.
– Selection is based upon availability, without regard for college-level teaching qualifications or experience.

3. **On what basis are U.S. faculty members selected?**

+ Selection is based on professional qualifications in their fields, college-level teaching experience and effectiveness, interest and experience in the host culture and commitment to the program's objectives.
– Selection is based on the number of students they can recruit and their availability for an overseas assignment.

4. **What is the general attitude of the faculty?**

+ Faculty are approachable, enthusiastic, concerned with students' learning and effective in using resources of the locale in their teaching.
– Faculty are remote, pedantic and condescending.

C. **Academic Resources**

1. **How do the academic facilities (such as classrooms, studios, practice rooms and laboratories) support the curriculum?**

+ Academic facilities are accessible, sufficient and adequately equipped.
– Academic facilities are remote, poorly equipped, cramped and generally inadequate.

2. **What provisions are made for using books and other learning aids, including access to university or other libraries and research collections?**

+ Books, periodicals, recordings, equipment and other learning materials are adequate and consistent with the language requirements and the nature of the curriculum. Library hours are convenient for students and materials may be checked out for reasonable periods of time. Students are also given letters of introduction or ID cards which provide access to local libraries and resource centers.
– The program has no library or other educational materials of its own. Students have no realistic access to outside resources.

III. **INTERACTION WITH THE HOST CULTURE**

A. **Orientation**

1. **What orientation is provided before leaving the United States?**

+ Pre-departure orientation includes a reading list, written instructions and group discussions using experienced faculty, staff, program alumni and citizens of the host country who are in the United States.
– There is no orientation. Only instructions concerning payment, passport, visa, inoculations and transportation are given.

2. **What orientation is provided upon arrival abroad?**

+ Arrival orientation emphasizes living and learning in the new environment. Continuing orientation receives regular attention from the resident director and staff.
– Arrival orientation involves only a very minimal introduction to program staff and logistical arrangements.

3. **What orientation is provided before students return to the United States?**

+ A pre-return orientation program is offered to alert students to problems of re-entry into the home environment and to ways of using their foreign experience creatively.
– None is provided.

B. **Cross-Cultural Involvement**

1. **In what ways does the program try to develop cross-cultural understanding?**

+ The orientation programs introduce students to an analysis of their own culture and to an understanding of the host culture. The curriculum includes courses which focus specifically upon the host culture and which require involvement in the host culture through research assignments and field work.
– The only effort made by the program to develop cross-cultural understanding is to operate in a foreign setting. Contact with persons of the host country and understanding of the host culture depends entirely upon student initiative.

2. **How is significant interaction with persons of the host country facilitated by the location?**

+ The location makes possible frequent academic and social interaction in which students must communicate with persons from the host country and adjust to local customs and mores.
– The location isolates the program's students from the host community, or the host community has such a large U.S. population that it tends to dominate the local environment.

3. **What arrangements are made to enable students to participate in the everyday life of members of the host culture?**

+ Housing, local transportation to the program site, meals, social activities, enrollment in courses offered by host country institutions and work experiences are all organized to foster student involvement in the everyday activities of members of the host culture.
– Students are basically isolated from the daily activities of members of the host culture.

4. **What provisions are made for careful observation of the political, economic, cultural and social institutions of the host country?**

+ Academic courses, field trips, research assignments, internships and trainee programs, and on-going orientation sessions are all designed to help students observe and understand the political, economic, cultural and social institutions of the host country and to compare and contrast them with similar institutions in the United States.
– No special provisions are made.

5. **How do contacts with persons of the host country help students to attain the objectives of the program?**
+ Contacts with persons of the host country are sufficiently varied and involved to produce meaningful learning experiences.
– Most contacts with persons of the host country are cursory.

IV. ADMINISTRATIVE ASPECTS

A. Sponsoring Institution or Organization

1. **What institution or organization operates the program?**
+ The program sponsor designed the program and administers it in the United States and at the program site.
– A separate, non-academic organization operates the program. The sponsor is involved only in recruitment.

2. **What address is included in the initial printed materials, and to what extent does it facilitate contact with the sponsor if problems arise?**
+ The printed materials include the address and telephone number of the sponsor's headquarters and street addresses for both the program site and the administrative offices in the United States.
– The only address provided is a post office box number. It is virtually impossible to ensure contact with the sponsor.

3. **What is the primary purpose of the sponsoring institution or organization?**
+ Its sole activity is postsecondary education.
– It is primarily involved in activities which are not related to education.

4. **What experience has the sponsoring institution or organization had in the field of study abroad?**
+ It has successfully operated study abroad programs for several years.
– This is a new endeavor for this organization, a fact which it tries to hide.

5. **What relation does the sponsoring institution or organization have with U.S. colleges and universities?**
+ It has an active board of directors with significant input into policy decisions. Many of its members are currently faculty or staff members of U.S. institutions, where they have responsibilities related to study abroad.
– It has no direct relation with U.S. colleges and universities. It has a titular advisory board which has no real voice in policy decisions.

6. **What evidence is available to indicate whether or not the sponsoring institution or organization is fiscally sound?**
+ It maintains open financial records, and a recent auditor's report is available on request, as is noted in the initial printed materials.
– No information is available.

7. **What is the role of the sponsoring institution or organization in the actual operation of the program?**
+ It controls the budget and staff appointments, selects the faculty, designs the curriculum, recruits and selects students and conducts a regular evaluation of the program and its objectives.
– It acts as a clearing house for printed materials and recruitment of students.

8. **What is the reputation of the sponsoring institution or organization in the host country?**
+ It is highly regarded in the host country and by the host institution.
– It has a poor reputation, or it is not known in academic circles.

B. Program Administration

1. **What are the authority and responsibilities of the resident director?**
+ The resident director is authorized to make administrative decisions necessary to keep the program operating effectively, but may not effect major policy changes without conferring with the board of directors.
– The resident director has little discretionary authority, or has complete autonomy.

2. **What are the qualifications of the resident director?**
+ The resident director has had several years of administrative and teaching experience at the college level, has been involved in international education and has had extensive experience in both the United States and the host country.
– The resident director has had no previous administrative or teaching experience.

3. **What is the proficiency of the resident director in English and in the language of the host country?**
+ The resident director has native or near native proficiency in both languages.
– The resident director has limited proficiency in English, or no proficiency in the language of the host country.

4. **What experience has the resident director had with postsecondary education in the United States and in the host country?**
+ The resident director has studied or taught in postsecondary institutions in each country.
– The resident director has had no experience with postsecondary education in either country.

5. **What is the nature of the resident director's rapport with students?**
+ The resident director treats students in a warm and friendly manner, and has earned their confidence and respect.
– The resident director has only cursory contact with students, and is considered to be uninterested and aloof.

6. **What is the relationship between the administrators and the faculty?**
+ There is a close and effective working relationship.
– Their interaction is intermittent and antagonistic.

7. **What is the relationship between the program administrators and the sponsoring institution or organization?**
+ There is a close and effective working relationship.
– Their interaction is infrequent and primarily related to financial matters.

8. **What evidence is there to indicate whether or not the administration is efficient?**
+ Decisions are made quickly and in orderly fashion. Orientation, placement, registration, housing and similar administrative functions proceed smoothly
– Students report frequent delays, confusion and indecision.

9. **What provisions are made for program evaluation?**
+ Students, faculty and staff submit evaluations at the end of each term. The program sponsor also makes arrangements with an external agency for periodic evaluations. All evaluations include a focus on academic and cultural aspects of the program. Suggestions for improvement are implemented wherever feasible.
– The program has never been evaluated.

C. **Affiliation with a Host Country Institution**

1. **What is the nature of the affiliation?**
+ There is a clear and detailed contract of affiliation. It includes services for U.S. students and faculty, and for students and faculty from the host country institution.
– An affiliation is implied in printed materials that does not in fact exist.

2. **What is the academic level of the affiliated institution and its role in the educational system of the host country?**
+ The host country institution is an officially recognized degree-granting postsecondary institution.
– The host country institution is not an officially recognized postsecondary institution.

3. **What services are provided by the host country institution?**
+ The host country institution grants regular student status.
– The rental of unused space is its only contribution.

4. **What liaison with the host country institution is provided for the students?**
+ The program makes arrangements for matriculation, registration for individual courses, and final grades for each semester.
– Students are given no assistance in interacting with the host country institution.

5. **What is the view of the host country institution toward the program?**
+ Relevant officials of the host country institution have high regard for the program and actively support the affiliation.
– Relevant officials of the host country institution consider the program to be lacking in quality and poorly managed, and object to the affiliation.

D. **Housing and Meals**

1. **What arrangements are made for housing?**
+ A variety of housing options is available. Program staff assist students in selecting and obtaining housing.
– All students must reside at the program site, which is isolated from the local residents.

2. **If the program sponsor makes housing arrangements, what information is given to students and to those who provide the housing?**
+ Students may select from a variety of options which are clearly explained in the printed materials. Providers of housing receive information about the students in advance of their arrival.
– No housing information is provided in advance. Students receive assignments upon arrival. No information is given to those who provide housing.

3. **What action is taken if either party has a grievance?**
+ An experienced member of the program staff maintains contact with those who provide housing, and acts as an arbiter in the event of grievances.
– Students and providers of housing must fend for themselves.

4. **Under what circumstances may housing arrangements be changed?**
+ Changes may be made with the approval of the resident director.
– There is a binding contract which precludes change for any reason.

5. **What arrangements are made for meals, and what is the average cost per month?**
+ Students may select from a variety of options for which costs are reasonably estimated in the printed materials.
– No arrangements are made. Cost estimates are unrealistic.

E. **Supportive Services**

1. **What are the arrangements for academic and personal advising?**
+ Qualified and interested staff members are assigned advising responsibilities and devote adequate time and energy to them.
– No academic or personal advising is available.

2. **What are the academic adviser's relevant skills and experience?**
+ The adviser knows the program well, is familiar with degree requirements at a variety of U.S. institutions, and has had prior experience as an academic adviser.
– The adviser has inadequate knowledge and no experience.

3. **What are the personal adviser's relevant skills and experience?**
+ The adviser gets along well with students, understands both cultures and is skilled in relating one culture to the other.
– The adviser is unfamiliar with one of the cultures and does not relate well with students.

4. **When are the advisers available, and is the location convenient?**
+ Regular office hours are maintained during the day at the program site. Special arrangements can be made in the evening and on weekends without great difficulty.
– It is difficult to get to see an adviser in private.

5. **What arrangements are made for medical services?**
+ An English-speaking physician and nurse are available. Arrangements have been made with a local medical clinic, dental clinic, optometrist and hospital. Psychiatric services are available if needed. Health and accident insurance is included in the program fee.
– No special arrangements have been made.

6. **What other supportive services are provided?**
+ The program provides facilities for recreation.
– No other services are provided.

7. **What is the "atmosphere" of the program?**
+ Students react with enthusiasm or thoughtful constructive criticism when asked about courses, faculty, staff and experiences.
– Students complain of dull courses, unconcerned faculty and staff, and little contact with residents of the host country.

F. **Costs**

1. **What items are included in the cost payable to the program sponsor?**
+ The cost includes tuition, application and other special fees, health and accident insurance, housing, international transportation, expenses during orientation, and field trips.
– Items included in the cost are not specified.

2. **What payment procedures are required?**
+ The schedule for payments is explicitly defined in the initial printed materials. Payments are made directly to the sponsoring organization.
– Payment deadlines are not clear. Payments are made to a third party.

3. **How are inflation and fluctuations in exchange rates handled?**
+ Students are told of possible increases due to inflation and fluctuation in exchange rates. The terms under which increases may be imposed are clearly explained in the initial printed materials.
– Costs may be increased without prior warning, even after a term has begun.

4. **Under what circumstances are refunds granted?**
+ Refunds are granted under conditions which are clearly specified in the printed materials.
– No refunds are ever granted.

5. **What items are included in estimates of costs other than those paid to the program sponsor?**
+ The estimates include all other probable expenses, including transportation in the United States, passport and visas, books and school supplies, meals, laundry, linens, local transportation, personal expenses, cultural events, recreation, optional field trips, vacations, excursions, and travel following termination of the program.
– No other costs are mentioned.

6. **How do the printed materials explain the bases for these estimates?**
+ The bases are clearly defined and well articulated.
– No explanation is provided.

7. **How complete and accurate is all of the cost information?**
+ All relevant information is provided, and the estimates are reasonably accurate.
– Information provided is sketchy. Estimates are very inaccurate.

G **Travel Arrangements**

1. **What information is provided about travel arrangements to the program site and return?**

+ Detailed information concerning options and procedures is provided prior to the deadline for the first payment.
– Students are told how much to pay and when. No options are available. Pre-departure information is late and sketchy.

2. **What organisations and carriers are used for international travel?**
+ The names of carriers and charter organizers are included in the printed materials.
– The program sponsor does not reveal the names of carriers or charter organizers, or specify the classes of travel used.

3. **How do international travel costs compare with regularly scheduled fares?**
+ There are considerable savings, most of which is passed on to the students.
– Students are charged almost the regular commercial rate for service which provides much less convenience and reliability. The sponsor profits from any reduced rates which may be involved.

4. **What information is provided about optional travel opportunities and expenses?**
+ Information concerning optional types of international travel, and possible departure dates, is provided in detail. Information concerning optional vacation and post-program travel is also provided.
– No information is provided.

INSTRUCTIONS FOR APPENDIX A: QUESTIONS TO BE APPLIED TO PRINTED MATERIALS

Program _____ **Location** _____

Sponsor _____ **Date** _____

This is the first of four appendices which serve as worksheets for the evaluation of a study abroad program. Eighty-nine questions are asked in the evaluation process. Only those questions that apply to printed materials about a given study program are included in this appendix. You will therefore find some omissions in the sequence of numbers.

The guide stimulates a systematic examination of the major components of a study abroad program, using a wide range of criteria. Questions in this appendix need to be answered from data provided solely by printed materials. You are asked to study with care the written materials which the program distributes to prospective students. Then answer the questions objectively, solely on the basis of the information contained in the written materials.

In reading the material and answering the questions, it is assumed that you will form judgments about the adequacy and effectiveness of the materials. Do not include them in the answers to any of the questions. Instead, summarize them, report them in the last section of this appendix, and then make any recommendations you may have for improving the effectiveness of the printed materials in communicating to students essential information about the program.

I. BASIC INFORMATION

A. Printed Materials

1. What is included in the initial printed materials?

2. What kinds of additional printed materials are given to students after their admission to the program?

3. How are the courses described?

4. How are students instructed to make arrangements for obtaining academic credit at their home institutions?

5. In what ways do the printed materials state or imply accreditation?

6. How are the qualifications of individual faculty members described?

7. How do the printed materials describe the obligations of the program sponsor and the student to each other?

8. How does the program help applicants contact former participants for additional information?

9. What parts of the printed materials are accurate and what parts are inaccurate or misleading?

B. Objectives

1. What are the program's objectives?

2. How are the objectives made known to the students?

4. How do the location and its resources help accomplish the program s objectives?

C. **Admissions Requirements**

1. What are the admissions requirements?

2. What documentation is required for admission?

3. In what ways are the admissions requirements related to the program's objectives and curriculum?

5. How do the language requirements relate to the program's objectives.

6. How is language proficiency determined?

7. What steps are taken to ensure that students have the required preparation for the courses in which they enroll?

II. **ACADEMIC ASPECTS**

A. **Curriculum**

1. How does the curriculum help achieve the stated objectives of the program?

2. How does the curriculum benefit from the host environment?

3. What is the relation of the program's human, physical and financial resources to the curriculum?

4. How do the courses compare in level and difficulty to courses at U.S. institutions?

5. How do field trips contribute to the curriculum?

6. How are the faculty involved in field trips?

7. To whom are grades reported, and in what form?

8. How does the program sponsor assist students in obtaining academic credit at their home institutions?

B. **Faculty**

1. What are the professional qualifications of the faculty?

C. **Academic Resources**

1. How do the academic facilities (such as classrooms, studios, practice rooms and laboratories) support the curriculum?

2. What provisions are made for using books and other learning aids, including access to university or other libraries and research collections?

III. INTERACTION WITH THE HOST CULTURE

A. Orientation

1. What orientation is provided before leaving the United States?

2. What orientation is provided upon arrival abroad?

3. What orientation is provided before students return to the United States?

B. Cross-Cultural Involvement

1. In what ways does the program try to develop cross-cultural understanding?

2. How is significant interaction with persons of the host country facilitated by the location?

3. What arrangements are made to enable students to participate in the everyday life of members of the host culture?

4. What provisions are made for careful observation of the political, economic, cultural and social institutions of the host country?

5. How do contacts with persons of the host country help students attain the objectives of the program?

IV. ADMINISTRATIVE ASPECTS

A. Sponsoring Institution or Organization

1. What institution or organization operates the program?

2. What address is included in the initial printed materials, and to what extent does it facilitate contact with the sponsor if problems arise?

3. What is the primary purpose of the sponsoring institution or organization?

4. What experience has the sponsoring institution or organization had in the field of study abroad?

5. What relation does the sponsoring institution or organization have with U.S. colleges and universities?

6. What evidence is available to indicate whether or not the sponsoring institution or organization is fiscally sound?

7. What is the role of the sponsoring institution or organization in the actual operation of the program?

B. Program Administration

2. What are the qualifications of the resident director?

4. What experience has the resident director had with postsecondary education in the United States and in the host country?

C. **Affiliation with a Host Country Institution**

1. What is the nature of the affiliation?

2. What is the academic level of the affiliated institution and its role in the educational system of the host country?

3. What services are provided by the host country institution?

4. What liaison with the host country institution is provided for the students?

D. **Housing and Meals**

1. What arrangements are made for housing?

2. If the program sponsor makes housing arrangements, what information is given to students and to those who provide the housing?

3. What action is taken if either party has a grievance?

4. Under what circumstances may housing arrangements be changed?

5. What arrangements are made for meals, and what is the average cost per month?

E. **Supportive Services**

1. What are the arrangements for academic and personal advising?

2. What are the academic adviser's relevant skills and experience?

3. What are the personal adviser's relevant skills and experience?

4. When are the advisers available, and is the location convenient?

5. What arrangements are made for medical services?

6. What other supportive services are provided?

F. **Costs**

1. What items are included in the cost payable to the program sponsor?

2. What payment procedures are required?

3. How are inflation and fluctuations in exchange rates handled?

4. Under what circumstances are refunds granted?

5. What items are included in estimates of costs other than those paid to the program sponsor?

6. How do the printed materials explain the bases for these estimates?

G. **Travel Arrangements**

1. What information is provided about travel arrangements to the program site and return?

2. What organizations and carriers are used for international travel?

3. How do international travel costs compare with regularly scheduled fares?

4. What information is provided about optional travel opportunities and expenses?

V. **SUMMARY AND RECOMMENDATIONS:**

INSTRUCTIONS FOR APPENDIX B: QUESTIONS TO BE ANSWERED BY PROGRAM ADMINISTRATORS

Program _____ **Location** _____

Sponsor _____ **Date** _____

This is the second of four appendices which serve as worksheets for the evaluation of a study abroad program. Eighty-nine questions are asked in the evaluation process. Only those questions for which program administrators are a vital source of information are included in this appendix. You will therefore find some omissions in the sequence of numbers.

The guide stimulates a systematic examination of the major components of a study abroad program, using a wide range of criteria. Questions in this appendix ask you to report your observations objectively, on the basis of your knowledge of the program being evaluated.

In answering the questions, it is assumed that you have judgments about the adequacy and effectiveness of various aspects of the program, and procedures used in connection with it. Do not include them in the answers to any of the questions. Instead, summarize them, report them in the last section of this appendix, and then make any recommendations you may have for improving the program.

I. **BASIC INFORMATION**

A. **Printed Materials**

2. What kinds of additional printed materials are given to students after their admission to the program?

4. How are students instructed to make arrangements for obtaining academic credit at their home institution?

8. How does the program help applicants contact former participants for additional information?

9. What parts of the printed materials are accurate and what parts are inaccurate or misleading?

B. **Objectives**

1. What are the program's objectives?

2. How are the objectives made known to the students?

3. In what ways does the program realize its stated objectives?

4. How do the location and its resources help accomplish the program's objectives?

C. **Admissions Requirements**

1. What are the admissions requirements?

2. What documentation is required for admission?

3. In what ways are the admissions requirements related to the program's objectives and curriculum?

4. How do the published admissions requirements relate to actual practice?

5. How do the language requirements relate to the program's objectives?

6. How is language proficiency determined?

7. What steps are taken to ensure that students have the required preparation for the courses in which they enroll?

II. ACADEMIC ASPECTS

A. Curriculum

1. How does the curriculum help achieve the stated objectives of the program?

2. How does the curriculum benefit from the host environment?

3. What is the relation of the program's human, physical and financial resources to the curriculum?

4. How do the courses compare in level and difficulty to courses at U.S. institutions?

5. How do field trips contribute to the curriculum?

6. How are the faculty involved in field trips?

7. How does information published about the grading system relate to actual practice?

8. To whom are grades reported, and in what form?

9. How does the program sponsor assist students in obtaining academic credit at their home institutions?

B. Faculty

1. What are the professional qualifications of the faculty?

2. On what basis are foreign faculty members selected?

3. On what basis are U.S. faculty members selected?

4. What is the general attitude of the faculty?

C. Academic Resources

1. How do the academic facilities (such as classrooms, studios, practice rooms and laboratories) support the curriculum?

2. What provisions are made for using books and other learning aids, including access to university or other libraries and research collections?

III. INTERACTION WITH THE HOST CULTURE

A. Orientation

1. What orientation is provided before leaving the United States?

2. What orientation is provided upon arrival abroad?

3. What orientation is provided before students return to the United States?

B. Cross-Cultural Involvement

1. In what ways does the program try to develop cross-cultural understanding?

2. How is significant interaction with persons of the host country facilitated by the location?

3. What arrangements are made to enable students to participate in the everyday life of members of the host culture?

4. What provisions are made for careful observation of the political, economic, cultural and social institutions of the host country?

5. How do contacts with persons of the host country help students attain the objectives of the program?

IV. ADMINISTRATIVE ASPECTS

A. Sponsoring Institution or Organization

1. What institution or organization operates the program?

2. What address is included in the initial printed materials, and to what extent does it facilitate contact with the sponsor if problems arise?

3. What is the primary purpose of the sponsoring institution or organization?

4. What experience has the sponsoring institution or organization had in the field of study abroad?

5. What relation does the sponsoring institution or organization have with U.S. colleges and universities?

6. What evidence is available to indicate whether or not the sponsoring institution or organization is fiscally sound?

7. What is the role of the sponsoring institution or organization in the actual operation of the program?

8. What is the reputation of the sponsoring institution or organization in the host country?

B. **Program Administration**

1. What are the authority and responsibilities of the resident director?

2. What are the qualifications of the resident director?

3. What is the proficiency of the resident director in English and in the language of the host country?

4. What experience has the resident director had with postsecondary education in the United States and in the host country?

5. What is the nature of the resident director's rapport with students?

6. What is the relationship between the administrators and the faculty?

7. What is the relationship between the program administrators and the sponsoring institution or organization?

8. What evidence is there to indicate whether or not the administration is efficient?

9. What provisions are made for program evaluation?

C. **Affiliation with a Host Country Institution**

1. What is the nature of the affiliation?

2. What is the academic level of the affiliated institution and its role in the educational system of the host country?

3. What services are provided by the host country institution?

4. What liaison with the host country institution is provided for the students?

5. What is the view of the host country institution toward the program?

D **Housing and Meals**

1. What arrangements are made for housing?

2. If the program sponsor makes housing arrangements, what information is given to students and to those who provide the housing?

3. What action is taken if either party has a grievance?

4. Under what circumstances may housing arrangements be changed?

5. What arrangements are made for meals, and what is the average cost per month?

E. **Supportive Services**

1. What are the arrangements for academic and personal advising?

2. What are the academic adviser 's relevant skills and experience?

3. What are the personal adviser 's relevant skills and experience?

4. When are the advisers available, and is the location convenient?

5. What arrangements are made for medical services?

6. What other supportive services are provided?

7. What is the "atmosphere" of the program?

F. **Costs**

1. What items are included in the cost payable to the program sponsor?

2. What payment procedures are required?

3. How are inflation and fluctuations in exchange rates handled?

4. Under what circumstances are refunds granted?

5. What items are included in estimates of costs other than those paid to the program sponsor?

6. How do the printed materials explain the bases for these estimates?

7. How complete and accurate is all of the cost information?

G. **Travel Arrangements**

1. What information is provided about travel arrangements to the program site and return?

2. What organizations and carriers are used for international travel?

3. How do international travel costs compare with regularly scheduled fares?

4. What information is provided about optional travel opportunities and expenses?

V. **SUMMARY AND RECOMMENDATIONS:**

INSTRUCTIONS FOR APPENDIX C: QUESTIONS TO BE ANSWERED BY PROGRAM ALUMNI

Program _____ **Location** _____

Sponsor _____ **Date** _____

This is the third of four appendices which serve as worksheets for the evaluation of a study abroad program. Eighty-nine questions are asked in the evaluation process. Only those questions for which former student participants in a program are a vital source of information are included in this appendix. You will therefore find some omissions in the sequence of numbers.

The guide stimulates a systematic examination of the major components of a study abroad program, using a wide range of criteria. Questions in this appendix ask you to report your observations objectively, on the basis of your personal knowledge of and experience in the program being evaluated.

It is assumed that you have judgments about the adequacy and effectiveness of various aspects of the program, and the procedures used in connection with it. Do not include them in the answers to any of the questions. Instead, summarize them in the last section of this appendix, and then make any recommendations you may have for improving the program.

I. BASIC INFORMATION

A. Printed Materials

2. What kinds of additional printed materials are given to students after their admission to the program?

3. How are the courses described?

4. How are students instructed to make arrangements for obtaining academic credit at their home institutions?

5. In what ways do the printed materials state or imply accreditation?

6. How are the qualifications of the individual faculty members described?

7. How do the printed materials describe the obligations of the program sponsor and the student to each other?

8. How does the program help applicants contact former participants for additional information?

9. What parts of the printed materials are accurate and what parts are inaccurate or misleading?

B. Objectives

1. What are the program's objectives?

2. How are the objectives made known to the students?

3. In what ways does the program realize its stated objectives?

4. How do the location and its resources help accomplish the program's objectives?

C. **Admissions Requirements**

1. What are the admissions requirements?

2. What documentation is required for admission?

3. In what ways are the admissions requirements related to the program's objectives and curriculum?

4. How do the published admissions requirements relate to actual practice?

5. How do the language requirements relate to the program's objectives?

6. How is language proficiency determined?

7. What steps are taken to ensure that students have the required preparation for the courses in which they enroll?

II. **ACADEMIC ASPECTS.**

A. **Curriculum**

1. How does the curriculum help achieve the stated objectives of the program?

2. How does the curriculum benefit from the host environment?

3. What is the relation of the program's human, physical and financial resources to the curriculum?

4. How do the courses compare in level and difficulty to courses at U.S. institutions?

5. How do field trips contribute to the curriculum?

6. How are the faculty involved in field trips?

7. How does information published about the grading system relate to actual practice?

8. To whom are grades reported, and in what form?

9. How does the program sponsor assist students in obtaining academic credit at their home institutions?

B. **Faculty**

1. What are the professional qualifications of the faculty?

4. What is the general attitude of the faculty?

C. **Academic Resources**

1. How do the academic facilities (such as classrooms, studios, practice rooms and laboratories) support the curriculum?

2. What provisions are made for using books and other learning aids, including access to university or other libraries and research collections?

III. **INTERACTION WITH THE HOST CULTURE**

A. **Orientation**

1. What orientation is provided before leaving the United States?

2. What orientation is provided upon arrival abroad?

3. What orientation is provided before students return to the United States?

B. **Cross-Cultural Involvement**

1. In what ways does the program try to develop cross-cultural understanding?

2. How is significant interaction with persons of the host country facilitated by the location?

3. What arrangements are made to enable students to participate in the everyday life of members of the host culture?

4. What provisions are made for careful observation of the political, economic, cultural and social institutions of the host country?

5. How do contracts with persons of the host country help students attain the objectives of the program?

IV. **ADMINISTRATIVE ASPECTS**

A. **Sponsoring Institution or Organization**

4. What experience has the sponsoring institution or organization had in the field of study abroad?

5. What relation does the sponsoring institution or organization have with U.S. colleges and universities?

6. What evidence is available to indicate whether or not the sponsoring institution or organization is fiscally sound?

7. What is the role of the sponsoring institution or organization in the actual operation of the program?

8. What is the reputation of the sponsoring institution or organization in the host country?

B. **Program Administration**

1. What are the authority and responsibilities of the resident director?

2. What are the qualifications of the resident director?

3. What is the proficiency of the resident director in English and in the language of the host country?

5. What is the nature of the resident director 's rapport with students?

6. What is the relationship between the administrators and the faculty?

7. What is the relationship between the program administrators and the sponsoring organization?

8. What evidence is there to indicate whether or not the administration is efficient?

9. What provisions are made for program evaluation?

C. **Affiliation with a Host Country Institution**

3. What services are provided by the host country institution?

4. What liaison with the host country institution is provided for the students?

5. What is the view of the host country institution toward the program?

D. **Housing and Meals**

1. What arrangements are made for housing?

2. If the program sponsor makes housing arrangements, what information is given to students and to those who provide the housing?

3. What action is taken if either party has a grievance?

4. Under what circumstances may housing arrangements be changed?

5. What arrangements are made for meals, and what is the average cost per month?

E. **Supportive Services**

1. What are the arrangements for academic and personal advising?

2. What are the academic adviser 's relevant skills and experience?

3. What are the personal adviser 's relevant skills and experience?

4. When are the advisers available, and is the location convenient?

5. What arrangements are made for medical services?

6. What other supportive services are provided?

7. What is the "atmosphere" of the program?

F. **Costs**

1. What items are included in the cost payable to the program sponsor?

2. What payment procedures are required?

3. How are inflation and fluctuations in exchange rates handled?

4. Under what circumstances are refunds granted?

5. What items are included in estimates of costs other than those paid to the program sponsor?

7. How complete and accurate is all of the cost information?

G. **Travel Arrangements**

1. What information is provided about travel arrangements to the program site and return?

2. What organizations and carriers are used for international travel?

3. How do international travel costs compare with regularly scheduled fares?

4. What information is provided about optional travel opportunities and expenses?

V. **SUMMARY AND RECOMMENDATIONS:**

Sample Covering Letter To Be Sent To Students Who Will Receive Appendix C

Dear Student:

The AACRAO/NAFSA Task Force on Study Abroad (ANTFOSA) is a joint committee of two professional associations which are concerned with international education: the American Association of Collegiate Registrars and Admissions Officers (AACRAO) and the National Association for Foreign Student Affairs (NAFSA).

ANTFOSA has been asked by _____ to conduct an evaluation of the study program in _____. The evaluation process which will be used involves the application of a series of questions to four sources of information: printed materials, program administrators, students and alumni, and an on-site review of the program. The president of _____ has given us the names and addresses of some of the recent alumni of the program in _____, and your name was included on that list.

We have enclosed with this letter a nine-page questionnaire. Please complete it as soon as you can, and return it to us in the enclosed envelope. If there is insufficient space on the questionnaire for your responses to one or more of the questions, please continue your response on the reverse side, or on additional pages. To help us keep your answers in proper sequence, please be sure to include the number of the related question to each answer.

By completing this questionnaire, you will be helping us to evaluate this study abroad program. Your responses will ensure that our evaluation report and recommendations for improving the program will be as complete and accurate as possible.

Please accept our thanks in advance for your assistance with this project. If at all possible, please mail the questionnaire to us by _____.

Sincerely yours,

Jane D. Doe	James S. Frey
President	Chairman
Study Abroad, Inc.	ANTFOSA Evaluation Committee

PLEASE NOTE: A copy of this questionnaire has been sent to you at both your home address and your college address. Please complete only one copy.

INSTRUCTIONS FOR APPENDIX D: QUESTIONS TO BE ANSWERED BY EVALUATIONS DURING AN ON-SITE REVIEW

Program _____ **Location** _____

Sponsor _____ **Date** _____

This is the fourth of four appendices which serve as worksheets for the evaluation of a study abroad program. Eighty-nine questions are asked in the evaluation process. Only those questions which are relevant to an on-site review of the program in operation abroad have been included in this appendix. You will therefore find some omissions in the sequence of numbers.

The guide stimulates a systematic examination of the major components of a study abroad program, using a wide range of criteria. Questions in this appendix ask you to report your observations objectively, on the basis of the information you glean from talking with program staff and faculty, student participants, officials of any host institution involved, persons providing services to the program group and others.

It is assumed that you will form judgments about the adequacy and effectiveness of various aspects of the program, and the procedures used in connection with it. Do not include them in the answers to any of the questions. Instead, summarize them in the last section of this appendix, and then make any recommendations you may have for improving the program.

I. BASIC INFORMATION

A. Printed Materials

9. What parts of the printed materials are accurate and what parts are inaccurate or misleading?

B. Objectives

1. What are the program's objectives?

3. In what ways does the program realize its stated objectives?

4. How do the location and its resources help accomplish the program's objectives?

C. Admissions Requirements

1. What are the admissions requirements?

3. In what ways are the admissions requirements related to the program's objectives and curriculum?

4. How do the published admissions requirements relate to actual practice?

7. What steps are taken to ensure that students have the required preparation for the courses in which they enroll?

II. ACADEMIC ASPECTS

A. Curriculum

1. How does the curriculum help achieve the stated objectives of the program?

2. How does the curriculum benefit from the host environment?

3. What is the relation of the program's human, physical and financial resources to the curriculum?

4. How do the courses compare in level and difficulty to courses at U.S. institutions?

5. How do field trips contribute to the curriculum?

6. How are the faculty involved in field trips?

7. How does information published about the grading system relate to actual practice?

9. How does the program sponsor assist students in obtaining academic credit at their home institutions?

B. Faculty

1. What are the professional qualifications of the faculty?

2. On what basis are foreign faculty members selected?

3. On what basis are U.S. faculty members selected?

4. What is the general attitude of the faculty?

C. Academic Resources

1. How do the academic facilities (such as classrooms, studios, practice rooms and laboratories) support the curriculum?

2. What provisions are made for using books and other learning aids, including access to university or other libraries and research collections?

III. INTERACTION WITH THE HOST CULTURE

A. Orientation

2. What orientation is provided upon arrival abroad?

3. What orientation is provided before students return to the United States?

B. Cross-Cultural Involvement

1. In what ways does the program try to develop cross-cultural understanding?

2. How is significant interaction with persons of the host country facilitated by the location?

3. What arrangements are made to enable students to participate in the everyday life of members of the host culture?

4. What provisions are made for careful observation of the political, economic, cultural and social institutions of the host country?

5. How do contacts with persons of the host country help students attain the objectives of the program?

IV. ADMINISTRATIVE ASPECTS

A. Sponsoring Institution or Organization

6. What evidence is available to indicate whether or not the sponsoring institution or organization is fiscally sound?

7. What is the role of the sponsoring institution or organization in the actual operation of the program?

8. What is the reputation of the sponsoring institution or organization in the host country?

B. Program Administration

1. What are the authority and responsibilities of the resident director?

2. What are the qualifications of the resident director?

3. What is the proficiency of the resident director in English and in the language of the host country?

4. What experience has the resident director had with postsecondary education in the United States and in the host country?

5. What is the nature of the resident director 's rapport with students?

6. What is the relationship between the administrators and the faculty?

7. What is the relationship between the program administrators and the sponsoring institution or organization?

8. What evidence is there to indicate whether or not the administration is efficient?

9. What provisions are made for program evaluation?

C. Affiliation with a Host Country Institution

1. What is the nature of the affiliation?

2. What is the academic level of the affiliated institution and its role in the educational system of the host country?

3. What services are provided by the host country institution?

4. What liaison with the host country institution is provided for the students?

5. What is the view of the host country institution toward the program?

D. **Housing and Meals**

1. What arrangements are made for housing?

2. If the program sponsor makes housing arrangements, what information is given to students and to those who provide the housing?

3. What action is taken if either party has a grievance?

4. Under what circumstances may housing arrangements be changed?

5. What arrangements are made for meals, and what is the average cost per month?

E. **Supportive Services**

1. What are the arrangements for academic and personal advising?

2. What are the academic adviser 's relevant skills and experience?

3. What are the personal adviser 's relevant skills and experience?

4. When are the advisers available, and is the location convenient?

5. What arrangements are made for medical services?

6. What other supportive services are provided?

7. What is the "atmosphere" of the program?

F. **Costs**

7. How complete and accurate is all of the cost information?

G. **Travel Arrangements**

4. What information is provided about optional travel opportunities and expenses?

V. **SUMMARY AND RECOMMENDATIONS:**

APPENDIX E: MASTER SUMMARY FORM

I. **BASIC INFORMATION**

A. **Printed Materials**

1. What is included in the initial printed materials?

   Appendix A:

   Summary:

2. What kinds of additional printed materials are given to students after their admission to the program?

   Appendix A:

   Appendix B:

   Appendix C:

   Summary:

3. How are the courses described?

   Appendix A:

   Appendix C:

   Summary:

4. How are students instructed to make arrangements for obtaining academic credit at their home institutions?

   Appendix A:

   Appendix B:

   Appendix C:

   Summary:

5. In what ways do the printed materials state or imply accreditation?

   Appendix A:

   Appendix C:

   Summary:

6. How are the qualifications of individual faculty members described?

   Appendix A:

   Appendix C:

   Summary:

7. How do the printed materials describe the obligations of the program sponsor and the student to each other?

   Appendix A:

   Appendix C:

   Summary:

8. How does the program help applicants contact former participants for additional information?

   Appendix A:

   Appendix B:

   Appendix C:

   Summary:

9. What parts of the printed materials are accurate and what parts are inaccurate or misleading?

   Appendix A:

   Appendix B:

   Appendix C:

   Appendix D:

   Summary:

B. **Objectives**

1. What are the program's objectives?

   Appendix A:

   Appendix B:

   Appendix C:

Appendix D:

Summary:

2. How are the objectives made known to the students?

Appendix A:

Appendix B:

Appendix C:

Summary:

3. In what ways does the program realize its stated objectives?

Appendix B:

Appendix C:

Appendix D:

Summary:

4. How do the location and its resources help accomplish the program's objectives?

Appendix A:

Appendix B:

Appendix C:

Appendix D:

Summary:

C. **Admissions Requirements**

1. What are the admissions requirements?

Appendix A:

Appendix B:

Appendix C:

Appendix D:

Summary:

2. What documentation is required for admission?

Appendix A:

Appendix B:

Appendix C:

Summary:

3. In what ways are the admissions requirements related to the program's objectives and curriculum?

Appendix A:

Appendix B:

Appendix C:

Appendix D:

Summary:

4. How do the published admissions requirements relate to actual practice?

Appendix B:

Appendix C:

Appendix D:

Summary:

5. How do the language requirements relate to the program's objectives?

Appendix A:

Appendix B:

Appendix C:

Summary:

6. How is language proficiency determined?

Appendix A:

Appendix B:

Appendix C:

Summary:

7. What steps are taken to ensure that students have the required preparation for the courses in which they enroll?

Appendix A:

Appendix B:

Appendix C:

Appendix D:

Summary:

II ACADEMIC ASPECTS

A. Curriculum

1. How does the curriculum help achieve the stated objectives of the program?

   Appendix A:

   Appendix B:

   Appendix C:

   Appendix D:

   Summary:

2. How does the curriculum benefit from the host environment?

   Appendix A:

   Appendix B:

   Appendix C:

   Appendix D:

   Summary:

3. What is the relation of the program's human, physical and financial resources to the curriculum?

   Appendix A:

   Appendix B:

   Appendix C:

   Appendix D:

   Summary:

4. How do the courses compare in level and difficulty to courses at U.S. institutions?

   Appendix A:

   Appendix B:

   Appendix C:

   Appendix D:

   Summary:

5. How do field trips contribute to the curriculum?

   Appendix A:

   Appendix B:

   Appendix C:

   Appendix D:

   Summary:

6. How are the faculty involved in field trips?

   Appendix A:

   Appendix B:

   Appendix C:

   Appendix D:

   Summary:

7. How does information published about the grading system relate to actual practice?

   Appendix B:

   Appendix C:

   Appendix D:

   Summary:

8. To whom are grades reported, and in what form?

   Appendix A:

   Appendix B:

   Appendix C:

   Summary:

9. How does the program sponsor assist students in obtaining academic credit at their home institutions?

   Appendix A:

   Appendix B:

   Appendix C:

   Appendix D:

   Summary:

B. Faculty

1. What are the professional qualifications of the faculty?

   Appendix A:

Appendix B:

Appendix C:

Appendix D:

Summary:

2. On what basis are foreign faculty members selected?

Appendix B:

Appendix D:

Summary:

3. On what basis are U.S. faculty members selected?

Appendix B:

Appendix D:

Summary:

4. What is the general attitude of the faculty?

Appendix B:

Appendix C:

Appendix D:

Summary:

C. **Academic Resources**

1. How do the academic facilities (such as classrooms, studios, practice rooms and laboratories) support the curriculum?

Appendix A:

Appendix B:

Appendix C:

Appendix D:

Summary:

2. What provisions are made for using books and other learning aids, including access to university or other libraries and research collections?

Appendix A:

Appendix B:

Appendix C:

Appendix D:

Summary:

III. **INTERACTION WITH THE HOST CULTURE**

A. **Orientation**

1. What orientation is provided before leaving the United States?

Appendix A:

Appendix B:

Appendix C:

Summary:

2. What orientation is provided upon arrival abroad?

Appendix A:

Appendix B:

Appendix C:

Appendix D:

Summary:

3. What orientation is provided before students return to the United States:

Appendix A:

Appendix B:

Appendix C:

Appendix D:

Summary:

B. Cross-Cultural Involvement

1. In what ways does the program try to develop cross-cultural understanding?

Appendix A:

Appendix B:

Appendix C:

Appendix D:

Summary:

2. How is significant interaction with persons of the host country facilitated by the location?

   Appendix A:

   Appendix B:

   Appendix C:

   Appendix D:

   Summary:

3. What arrangements are made to enable students to participate in the everyday life of members of the host culture?

   Appendix A:

   Appendix B:

   Appendix C:

   Appendix D:

   Summary:

4. What provisions are made for careful observation of the political, economic, cultural and social institutions of the host country?

   Appendix A:

   Appendix B:

   Appendix C:

   Appendix D:

   Summary:

5. How do contacts with persons of the host country help students attain the objectives of the program?

   Appendix A:

   Appendix B:

   Appendix C:

   Appendix D:

   Summary:

IV. ADMINISTRATIVE ASPECTS

A. Sponsoring Institution or Organization

1. What institution or organization operates the program?

   Appendix A:

   Appendix B:

   Summary:

2. What address is included in the initial printed materials, and to what extent does it facilitate contact with the sponsor if problems arise?

   Appendix A:

   Appendix B:

   Summary:

3. What is the primary purpose of the sponsoring institution or organization?

   Appendix A:

   Appendix B:

   Summary:

4. What experience has the sponsoring institution or organization had in the field of study abroad?

   Appendix A:

   Appendix B:

   Appendix C:

   Summary:

5. What relation does the sponsoring institution or organization have with U.S. colleges and universities?

   Appendix A:

   Appendix B:

   Appendix C:

   Summary:

6. What evidence is available to indicate whether or not the sponsoring institution or organization is fiscally sound?

   Appendix A:

Appendix B:

Appendix C:

Appendix D:

Summary:

7. What is the role of the sponsoring institution or organization in the actual operation of the program?

Appendix A:

Appendix B:

Appendix C:

Appendix D:

Summary:

8. What is the reputation of the sponsoring institution or organization in the host country?

Appendix B:

Appendix C:

Appendix D:

Summary:

B. **Program Administration**

1. What are the authority and responsibilities of the resident director?

Appendix B:

Appendix C:

Appendix D:

Summary:

2. What are the qualifications of the resident director?

Appendix A:

Appendix B:

Appendix C:

Appendix D:

Summary:

3. What is the proficiency of the resident director in English and in the language of the host country?

Appendix B:

Appendix C:

Appendix D:

Summary:

4. What experience has the resident director had with postsecondary education in the United States and in the host country?

Appendix A:

Appendix B:

Appendix D:

Summary:

5. What is the nature of the resident director's rapport with students?

Appendix B:

Appendix C:

Appendix D:

Summary:

6. What is the relationship between the administrators and the faculty?

Appendix B:

Appendix C:

Appendix D:

Summary:

7. What is the relationship between the program administrators and the sponsoring institution or organization?

Appendix B:

Appendix C:

Appendix D:

Summary:

8. What evidence is there to indicate whether or not the administration is efficient?

   Appendix B:

   Appendix C:

   Appendix D:

   Summary:

9. What provisions are made for program evaluation?

   Appendix B:

   Appendix C:

   Appendix D:

   Summary:

C. **Affiliation with a Host Country Institution**

1. What is the nature of the affiliation?

   Appendix A:

   Appendix B:

   Appendix D:

   Summary:

2. What is the academic level of the affiliated institution and its role in the educational system of the host country?

   Appendix A:

   Appendix B:

   Appendix D:

   Summary:

3. What services are provided by the host country institution?

   Appendix A:

   Appendix B:

   Appendix C:

   Appendix D:

   Summary:

4. What liaison with the host country institution is provided for the students?

   Appendix A:

   Appendix B:

   Appendix C:

   Appendix D:

   Summary:

5. What is the view of the host country institution toward the program?

   Appendix B:

   Appendix C:

   Appendix D:

   Summary:

D. **Housing and Meals**

1. What arrangements are made for housing?

   Appendix A:

   Appendix B:

   Appendix C:

   Appendix D:

   Summary:

2. If the program sponsor makes housing arrangements, what information is given to students and to those who provide the housing?

   Appendix A:

   Appendix B:

   Appendix C:

   Appendix D:

   Summary:

3. What action is taken if either party has a grievance?

   Appendix A:

   Appendix B:

   Appendix C:

Appendix D:

Summary:

4. Under what circumstances may housing arrangements be changed?

Appendix A:

Appendix B:

Appendix C:

Appendix D:

Summary:

5. What arrangements are made for meals, and what is the average cost per month?

Appendix A:

Appendix B:

Appendix C:

Appendix D:

Summary:

E. **Supportive Services**

1. What are the arrangements for academic and personal advising?

Appendix A:

Appendix B:

Appendix C:

Appendix D:

Summary:

2. What are the academic adviser 's relevant skills and experience?

Appendix A:

Appendix B:

Appendix C:

Appendix D:

Summary:

3. What are the personal adviser 's relevant skills and experience?

Appendix A:

Appendix B:

Appendix C:

Appendix D:

Summary:

4. When are the advisers available, and is the location convenient?

Appendix A:

Appendix B:

Appendix C:

Appendix D:

Summary:

5. What arrangements are made for medical services?

Appendix A:

Appendix B:

Appendix C:

Appendix D:

Summary:

6. What other supportive services are provided?

Appendix A:

Appendix B:

Appendix C:

Appendix D:

Summary:

7. What is the "atmosphere" of the program?

Appendix B:

Appendix C:

Appendix D:

Summary:

F. **Costs**

1. What items are included in the cost payable to the program sponsor?

   Appendix A:

   Appendix B:

   Appendix C:

   Summary:

2. What payment procedures are required?

   Appendix A:

   Appendix B:

   Appendix C:

   Summary:

3. How are inflation and fluctuations in exchange rates handled?

   Appendix A:

   Appendix B:

   Appendix C:

   Summary:

4. Under what circumstances are refunds granted?

   Appendix A:

   Appendix B:

   Appendix C:

   Summary:

5. What items are included in estimates of costs other than those paid to the program sponsor?

   Appendix A:

   Appendix B:

   Appendix C:

   Summary:

6. How do the printed materials explain the bases for these estimates?

   Appendix A:

   Appendix B:

   Summary:

7. How comp'ete and accurate is all of the cost information?

   Appendix B:

   Appendix C:

   Appendix D:

   Summary:

G. **Travel Arrangements**

1. What information is provided about travel arrangements to the program site and return?

   Appendix A:

   Appendix B:

   Appendix C:

   Summary:

2. What organizations and carriers are used for international travel?

   Appendix A:

   Appendix B:

   Appendix C:

   Summary:

3. How do international travel costs compare with regularly scheduled fares?

   Appendix A:

   Appendix B:

   Appendix C:

   Summary:

4. What information is provided about optional travel opportunities and expenses?

   Appendix A:

   Appendix B:

   Appendix C:

   Appendix D: